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ABSTRACT

This practical guide to teaching reading offers activities to teach reading readiness and mathematics. It also discusses the reasons for reading to children, teaching phonics, and using the basal reader. The section on reading readiness focuses on the importance of such skills, and specific reading readiness skills such as visual discrimination, auditory perception, sense of touch, and movement. The section on mathematics instruction presents activities to help students in classifying, sequencing, and number skills. After a brief section on the importance of reading aloud to children, the next section presents several methods for teaching phonics. The last section presents 31 activities that can be used with basal readers. A basic sight vocabulary of 220 words and additional games and activities are attached. (RS)

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Teach Me To Read

Series of Caribbean Volunteer Publications

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 # 23

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A Practical Guide to Teaching Reading

Alice E. McGee, V.S.O.

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THE IMPORTANCE OF EARLY LEARNING AND READING READINESS SKILLS

We learn about and communicate with the world through our senses. Research is showing that we are even learning before we are born. Mothers who talk to their unborn child, play music or speak in a foreign language are already developing their baby's brain.

The six senses are sight, hearing, touch, movement, taste and smell. They are centered in different parts of the brain. The first four are the ones used in the educational setting and it is therefore vitally important that we use all the four senses when we are educating children.

The reason for this is that we need to get one part of the brain to talk or connect to another. It is vital these connections are made to develop the full potential of the brain, making learning easier.

Early experiences are so powerful that they can completely change the way a child develops and turns out as a person.

Research is showing that there are optimum times and time limits on brain development. This suggests that with the right input at the right time almost anything is possible. It also means that if we miss them, then learning to do certain things becomes more difficult.

Experiments on rats have shown that if their senses are stimulated constantly - that is, if they are continually exposed to different experiences - their brains are 25% more developed than rats kept alone in cages with no stimulation.

Rats are not children but research evidence is showing that all brains develop in the same way. This research has significant impact on the way we teach children. If a child is to reach his/her potential then we must change the way we teach. We must ensure that all early learning experiences use the four senses remembering that they are rarely used on their own.

As food nourishes the body, so the sensory process is food for the brain and helps it to grow. As the brain receives more information from the different senses that information is integrated in the brain for greater brain development. This is why the first seven years of a child's life are so important. Sensory motor development and inherited intelligence are the foundation for intellectual, social and personal development.

This is why Reading Readiness and early learning skills are so important and

should not be overlooked or ignored in our efforts to get children to perform 'tricks' before they are ready. We must give our children a firm foundation on which to build later learning. If we push our children too fast in the early stages it will be like building a house on sand. It will collapse. Children need to acquire concepts at an early age.

READING READINESS

A child is ready to read when s/he can :

1. Understand and express himself/herself in words.
2. Understand and carry out directions
3. Detect with the eyes small differences in form.
4. Can remember and recall events in sequence.

READING IS A SKILL THAT IS AND CAN BE TAUGHT.

Reading readiness is the training or development of the senses so that children can learn to read. There are 6 senses we use to learn: 1) Visual 2) Auditory 3) Touch (haptic) 4) Movement (kinaesthetics) 5) Taste 6) Smell.

The first 4 are those used most in school especially in reading. It is important to develop all 4 senses because the greater the brain area stimulated, the more efficient the learning process.

A FIRM FOUNDATION IS ESSENTIAL SO THIS EARLY STAGE MUST NOT BE RUSHED OR IGNORED.

You will expect children coming into school to have acquired the skills to begin to read. This is not always the case. Therefore you must ensure that they have these skills or you must train them so that they can learn to read quickly.

READING READINESS SKILLS
WHAT THE CHILD SHOULD BE ABLE TO DO:

VISUAL

- Track from left to right.
- Have good hand-eye coordination. Colour in without going over lines. Catch a large ball.
- Have form perception. Can recognize, name, match and remember objects, shapes, patterns and symbols.
- Can put a series of pictures in correct sequence. (Can sequence events).
- Can order a series of shapes from small to large.
- Can sort and classify given reasons.
- Can give position in space i.e. up, down, next to, etc.
- Can recall a visual image of objects, forms, symbols when given verbal descriptions.
- Can recall and copy movement
- Can complete picture a when given half.

Ideas on how to develop the visual sense:

- Left to right tracking. (See ideas in Movement section).

Hand-eye coordination

- Colouring shapes without going over lines.
- Catching a large ball. When children are competent, use a smaller ball.
- Play games moving counters (bottle tops). (See appendix).

- Jigsaws. These can be made from Christmas/Birthday/picture cards. Start by cutting them into 5-6 easy pieces, increase in pieces/difficulty as children improve. *Even 12 year olds enjoy and need to do this activity. Use purchased jigsaws with more pieces and work in groups.

- Make cardboard/wood mosaic shapes. Get children to make patterns or animal shapes with them. Shapes used are square, triangle, diamond, parallelogram or hexagon. All straight sides have the same length.

- Threading beads onto laces. Make your own beads by cutting a long triangle of paper (½ inch base & 2 inches long), roll it up from the wide end, glue end down.

- Tracing or drawing round large shapes.

- Stencils - drawing inside shapes.

- Cutting out.

- Dot-to-dot pictures.

- Dotted shapes, letters, words. Children go over.

Form Perception

Form Perception is the ability to recognize, name, match and remember objects, shapes, patterns and symbols.

- Walking out shapes, letters, numbers, words on yard.

- Identifying similar shapes in the environment i.e. square - window, tile, gate, etc.

- Recognizing and identifying objects and shapes in different orientations/positions. Put them on card and use them over and over. For example, recognizing a triangle pointing up ▲ and a triangle pointing down ▼ and knowing it is always a triangle.

- Sort and classify. Have plastic bags with a selection of assorted bits e.g. bottle tops, shells, buttons, crayons, etc. Get children to sort and classify. Get them to talk about what they are doing. This develops language skills in the areas of nouns and adjectives.

- Make sets of dominoes on card. Cover with cellotape to keep clean and to last longer. Different domino sets: Picture to picture, picture to initial sound, picture to word, initial sound to word.

- Picture lotto/bingo (see Using Basal Reader)

- Shadows. Show children a silhouette/shadow of an object. They have to find the object from a selection of objects (matching game).

- Filling in outline shapes using mosaics.

- What's missing? (Kim's Game) Have a tray of oddments. Children look for a few seconds, cover tray, remove one object, remove cover. Children say which object you have removed. Increase/decrease number of object to match child's skill. Children can play game in groups.

- Have two identical pictures with objects missing in one. Children must say which objects are missing. Prepare pictures and keep them.

- *"Odd One Out"*. e.g. pictures of three shoes and one foot - - foot is the odd one out, 4 dresses - one spotted and the rest flowered - - the spotted one is the odd one out. Number of children stand in the front of class all but one have hands on their head. Use your own ideas.

- Join up those that are the same. Start with pictures then words.

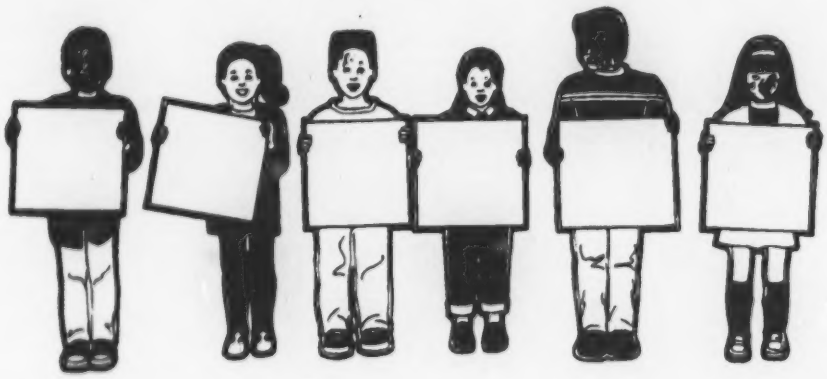
Visual Discrimination

Visual Discrimination is a complex process including form perception, position in space, sequencing, memory and classification and leads to the development of concepts and is essential in all early learning.

- The language of same and different. Use all kinds of objects e.g. teacher holds a knife and a fork. Child has to say how they are they same and how they are different.
- Give children lots of experience in sorting and classifying.
- Matching games (see appendix). When child can match word to word, s/he is ready for look and say.
- Find objects hidden in picture.
- Objects that go together e.g. cup and saucer, bat and ball.

Visual Memory and Sequencing

- Get children ordering by size e.g. draw different size squares on separate pieces of card, children stand in the front of the class with them. Rest of class puts them in order from small to large (or large to small).



- Kim's Game.

- Memory Game. Have pairs of cards with same picture/word. Place them face down on the table. Children take turns to pick two cards up. If they match, child keeps pair and has another turn. If not, child replaces them in the same place and it is the next child's turn. When introducing game, play face up first and each player has only one turn at a time.

- Copy and continue patterns teacher has drawn on board. If children use coloured crayons, they are more attractive. Start easy and increase in difficulty. (See early maths.)

- After using shapes use letters. If you use letters carefully, you can get words e.g. atopatopatop . . . words: at, to, top, pat. Brighter children will see them.

- Copy patterns. Again start easy and gradually get harder. Show pattern to children for 10 seconds and ask children to copy. See how many shapes, symbols, letters they can achieve. Children love these two games. Even those who find reading hard will work for over 30 minutes. They use all their visual and memory skills and are in fact "reading".

- Show children a picture or object for a few seconds, put picture away, have children describe it.

- Get another teacher to walk in the class and speak to the children. When the visitor leaves, have the children describe what they were wearing, their hairstyle, etc.

- Do some actions and ask the children to copy.

- Make patterns on the board using circles or sticks. Children look for a few seconds, rub it off the board, children copy using bottle tops or matchsticks.

Other activities for training visual perception:

- Finishing off an incomplete drawing.
- Mazes.
- Tangled lines.
- Jig pictures/words (see appendix).

AUDITORY

- Hear.
- Follow a clapping pattern and be able to reproduce that pattern later.
- Listen to stories and recall story at a later date in own words.
- Identify sounds i.e. dog barking, tap running, van etc.
- Copy letter sounds.
- MOST IMPORTANT and usually lacking - - a good vocabulary. Good language skills.
- Discriminate between loud and soft noises.

AUDITORY SENSE (HEARING)

According to Tansley (1980), "Auditory perception is a process which involves 1) hearing,
2) listening to, 3) identifying, 4) discriminating, 5) interpreting, 6) retaining and 7) retrieving auditory stimuli. It is an essential factor in all learning and particularly in reading and language development. Children with good language development should experience little difficulty in learning to read".

Present day research shows that the more words a child hears by two years of age, the greater the child's vocabulary will grow. Vocabulary can only be acquired through repeated exposure to words. This means that we have got to speak to our children from before birth if we are to get maximum brain development. Giving children a lot of language before school gives them a head start. Language given through stories, poems, songs, describing experiences, events, emotions, feelings, pictures, etc.

If children haven't been given language experiences before they come to school then it is a teacher's duty to remedy this.

Ideas on how to develop the auditory sense:
Language enrichment and listening:

- Show children pictures get them to describe what they can see. Find out what other words they know with similar meanings i.e. large, huge, massive, etc. Give them alternatives.
- Get children to describe events, people, things, sounds, etc.
- Tell children stories at least ten minutes every day. Get them to answer questions or draw a picture. Tell the story in their own words in sequence.

Identifying sounds

- Listening with eyes closed to sounds around them. Ask them what they hear.
- Using tape recorder, identify prerecorded everyday sounds i.e. tap running, dog barking, fridge working, etc.
- Identify children's voices - who in class is speaking.

- Identify teachers' voices.
- Copying tapping or clapping patterns.
- Making musical instruments and playing them. Ideas: Bottle tops threaded on string. Bottle tops loosely nailed on a stick. Tin cans filled with peas, rice, stones, etc. (Shakers). Rubber bands stretched over box or tin can (Pluck them). Banging tins, boxes, blowing a conch, beating a drum, half coconut shells banged down (sounds horse hoofs) or together, hitting metal with metal, make xylophone - different lengths of wood fastened to a frame (when banged wood of sizes makes different sounds, pan, tapping bottles filled with different amounts of water, comb and paper (cover a comb with tissue paper and blow through it - will make a humming sound).
- Children describe sounds and choose favourite one and give reasons. Repeat for sounds they do not like.
- Identify what is being dropped on the table i.e. box of matches, pencil.
- Make toy telephones: two tin cans and string. Pull string tight, one person talks, one listens.
- Relate sound to movement i.e. loud drum beat - big steps, fast beat - run.
- Whispers game (telephone) - passing the message on.
- Taping a van coming along the road. Is it getting louder - approaching? softer - moving away?

<u>Discrimination</u>

- Teach phonics from week one. Make sure YOU know the correct sounds. (Ask SVG reading teachers for help).
- Identify words that have the same or different initial sounds i.e. chair and church, cat and bat, etc.
- Repeat using end sounds, then middle sounds.
- Identify pictures with same initial sounds.

- Play "I Spy" e.g. "I spy with my little eye something beginning with . . . (give initial sound)"
- Repeat game using final sound when children get good at the game.
- Find the stranger in a collection of pictures. Four with the same initial sound i.e. sand, sun, sky, sea, moon. (Moon is the stranger, because it doesn't start with "s" sound).
- Either on the yard or in the classroom, hand each child a picture. Get them to find other children with pictures with the same initial sound i.e. dog, drum, donkey, duck.
- Make picture/letter dominoes. Make them from card, colour them, Cover with cellotape to keep clean.
- Children sing sound to well-known song/hymn. Have class in groups, each group chooses a different sound to sing.
- Children make sentences with all words beginning with the same letter.
- Children make up short/long poems using rhyming words.
- Read poetry.
- Play word family games. (see Using the Basal Reader).
- Listening for number of sounds in a word i.e. b-a-d = 3 sounds AFTER teaching phonics.

<u>Memory and Sequencing</u>

- Recite days of the week, vary it by asking what comes after/before.
- Recite months of the year.
- Recite the alphabet, BUT not until children have had hands-on experience getting to know the letters. (see appendix for matching games and see section on movement).
- Recite nursery rhymes, poems and sing hymns.

- Play *"I went on a picnic"* - using letters of the alphabet. "I went on a picnic and brought a . . . start with "a" through to "z".

- Follow instructions. Start with one instruction. Children obey. As they improve, increase the number of instructions. This is a good educational game to play outside. It is a lot of fun. Get a child to give instructions.

- Child retells a story in the correct order.

- Child relates "my day" in correct order.

- Children listen to music or clapping patterns and repeat.

- Counting 1 to 5 forwards, when confident, then backwards.

- Repeat using numbers 1 to 10.

- Challenge children's memories all during the day. "What did we do before lunch/break?"etc.

<u>Auditory Imagination</u>

- Play music. Children close eyes and listen and then children describe the pictures the music has created in their minds either verbally or drawing a picture.

- Play prerecorded sounds e.g. creaking door, scratching on the door, soft footsteps, etc. Ask the children what is happening.

- Play loud, banging, crashing, crying sounds. Get children to use their imagination and create scenes and to say what is happening.

** Children will express themselves, because they can't be wrong. Help children express themselves by giving new language and adding to their vocabulary.**

SENSE OF TOUCH

- Identify object by touch.
- Identify letter drawn on back.
- Can describe material after feeling it (i.e. silk, glass, wood).

Ideas on how to train and develop the sense of touch:

- Feely Bag. Put something in a black plastic or cloth bag. one child feels inside and describes the object using as many adjectives as possible. e.g. hard, soft, round, square, etc. The rest of the class tries to guess the object.
- Have a box of different materials - - cotton, wood, sandpaper, fur, plastic, etc. Children can feel them, sort them and classify them giving reasons for their decisions. Get them to use language, give them other words, enlarge their vocabulary. See if they can identify the materials.
- Have a sand tray for the children to draw in with their fingers.
- Make letters out of wood or sandpaper. Get the children to feel them and say the letter, the name and sound where appropriate.
- Draw shapes then letters on the palm of the child's hand. Get the child to say what it is. When they can to this well, draw on the child's back. Get the child to say what you have drawn. If the child is at the front of the class then all the class can see what is being drawn. This gives total class participation.
- One child, blindfolded, identifies another by sense of touch. Great fun. Good when the children know each other well.

Can the Child identify materials?

- Have a tray of objects. Blindfold one child. Let the child feel one of the objects. Return the object to the tray. Child has to identify the object.
- Repeat using shapes.
- Repeat using different sized boxes, balls, or shapes of cut out card.
- Reverse the procedure. Show the child a shape, object, letter, etc. Blindfold the child and let the child find it by feeling. Start with two samples and move up to 5.

Remember not all children will need to do all these activities. All children will need to do some. Stop when child is confident.

The sense of touch is often neglected. It uses different parts of the brain and should be developed to maximize learning.

MOVEMENT

- Can copy large movements on yard. Follow the leader.
- Can follow teachers movements in class. Sticks drawn from top to bottom, circles, squares, etc.

*Movement is important for hand-eye coordination and the development of writing.

Children love to be picked up, rocked, hugged. They love to run, jump and play. They want to move because sensations of movement nourish their brains and along with the sense of touch gives the

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child an awareness of his/her body, coordinates the two sides of the body, left and right, develops attention span and emotional stability.

Ideas on how to train and develop the sense of movement:

- Copying teacher's movements in class. i.e. put left/right hand up, touch nose, open mouth, clap hands, jump up and down, sit down, stand up. Tell them what to do as you do it. Use language.
- Using words left and right helps children to learn about their bodies.
- When they begin to know left and right ask them to point to your right eye. remember you are facing them. Most will get it wrong at first.
- Shaking hands left/right.
- Make these sessions fun.
- Copy teacher's movements on yard e.g. large strides, hops, follow the leader. Get a child to lead. Watch to see who can't do it.
- Walk out shapes, then letters, numbers. Get children to copy.
- Use sticks to draw shapes, letters, numbers, words in the sand. Start large, get smaller. This helps stop reversals before they start. If children don't get it right move their arms for them.
- This can be done in class as well by drawing in the air or on the board.
- Get children to draw shapes, letters, numbers, words in the air with their eyes closed.
- Write or draw in the air. Children to identify what has been drawn.
- Have three or four words on the board, write one in the air. Children identify word i.e. come, look, see, bus. Use the Basal reader remember they don't have to be able to read, only identify.
- To get children to identify shapes/letters/numbers/words draw them large on card or paper. Put them on the yard. Tell the children what they are as you put them down. children stand in middle. Teacher calls out shape/letter/number/word children run to it. Teacher calls another and

they run to that. Start with four items and increase as children improve.

- Make a straight path using two lines about a foot apart. Can child run from left to right along the path without going out of the lines.
- Draw a long straight line in the sand from left to right. Get children to run along it in line taking turns.
- Repeat making a wavy path, then a wavy line.
- Do similar in class on the blackboard. Remember you have done training on left and right. Now you are developing hand/eye coordination and left/right tracking essential in reading.
- Repeat using exercise books. Start with lines half an inch apart and get smaller as child develops the skills.

EARLY MATHS FOR 5-6 YEAR OLD CHILDREN AND SLOW LEARNERS

Be thorough in your teaching of these early concepts as they provide a firm foundation on which to build later learning.

CLASSIFYING

- Child can match identical shapes ■ to ■, ● to ●.
- Child can place bottle tops on circle outlines. Start with 2, progress to 5.
- Child can copy patterns using up to 5 bottle tops.

  ●
  ●● ●
  ●●●●●, ●●●, ●●●, etc.
- Child can sort objects according to colour.
- Kim's game. 2 sets of 4 or 5 objects (e.g. 2 keys, 2 crayons, etc). Put one set on the table, one set on a tray. Cover the tray, teacher removes an object without it being seen. Children try to identify missing object. Later this can be played without matching and more objects.
- Kim's game using large and small shapes.
- Matching coloured crayons to coloured squares. Give same number of crayons as squares, use 2 of each colour (e.g. red, red to blue, blue to etc.)
- Copying patterns from the blackboard. Starting with simple patterns and getting harder.
  Example: ●●● - ●■●■ - ●▲■●▲■ - ●●■▲●●■▲
- Continuing pattern drawn on board. Children to continue across page. Similar patterns as in above.
- Repeat the previous two using numbers and letters (important in reading).
- Look for shapes in the environment, identify and name.
- Classify shapes by edges and corners.

- Classify 3D shapes (e.g. sphere, cylinder, cube, etc.)

- Tangrams - tiling patterns. Use ▲, ■, ▮, ◆ Children make patterns or designs with them. Card or wood shapes teacher made.

SEQUENCING

- Make stairs using bottle tops. Teacher shows children, they copy.

- Teacher makes stair pattern, but leaves 1 stair out. children put in missing stair.

- Using other materials, put in order of size, smallest to largest, etc. May use sticks, containers, balls. No more than 5 at first.

- Do the same with teacher make pictures e.g. small flower - very big flower. Make on large cards then have children hold them in front of class. Rest of children put them in order.

- Repeat using ordinal terms: first, second, etc.

- Repeat above increasing items to 10.

NUMBER

- Give each child 10 bottle tops. Get them to make a group (set) of 3 then 4 then 5, 6 etc.

- Child matches bottle tops to circle shapes. 1 to 1 correspondence. Use different patterns. This develops conservation of number.

- Using 3,4,5 etc. bottle tops, put them in different patterns. Children can copy. See if child can say the number of tops without recounting.

- Children write numbers up to 5 inside in the sand using sticks in large movements. Teacher may help correct mistakes, i.e. reversals.

- Use clapping patterns for numbers. Teacher claps, children copy. Teacher says number, children clap.

- Teacher claps, children listen and say how many. Use other children to do it as well. No more than 5 initially.

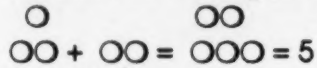
- Use examples under classifying. Add colour to the shapes.

- Children write numbers in books, after sand-large letters on lines gradually getting smaller as children get manual control.

- Matching pictures to numbers. Cards with pictures to cards with numbers. These could be jignumbers at first for the less able. No more than number 5.

- Number pictures as above, but children have to write numbers.

- Addition to 5 using pictures e.g. 3 balls + 2 balls



- Number bonds to 5

- Making 2 equal sets

- Making unequal set - - more than, less than

- Repeat steps above up to the number 10.

MATHEMATICAL VOCABULARY LIST FOR 5-7 YEAR OLD CHILDREN

CLASSIFYING

same as, small, match, circle, square, triangle, different, big

NUMBER

some, none, each, every, enough, all, too many, not enough, as many as, less than, next, numbers (1-10)

SEQUENCING

more, less, long, short, tall, bigger, smaller, biggest, smallest, as long as, as tall as, shorter, heavy, light, empty, full, first, last, second, third, fourth, fifth

SPATIAL

in (inside), out (outside), near, beside, next to, middle, between, around, round, backwards, forwards, in front of, behind, high, low, through, up, down, on, on top of, above, below, under, underneath, across, over

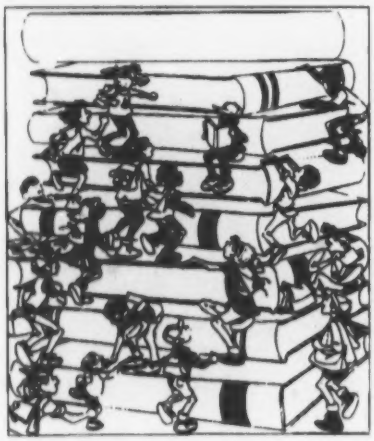
TIME

morning, breakfast, dinner, tea, late, early, before, after, afternoon, evening, tomorrow, yesterday, night, day, birthday, days of the week (names), months of the year (names).

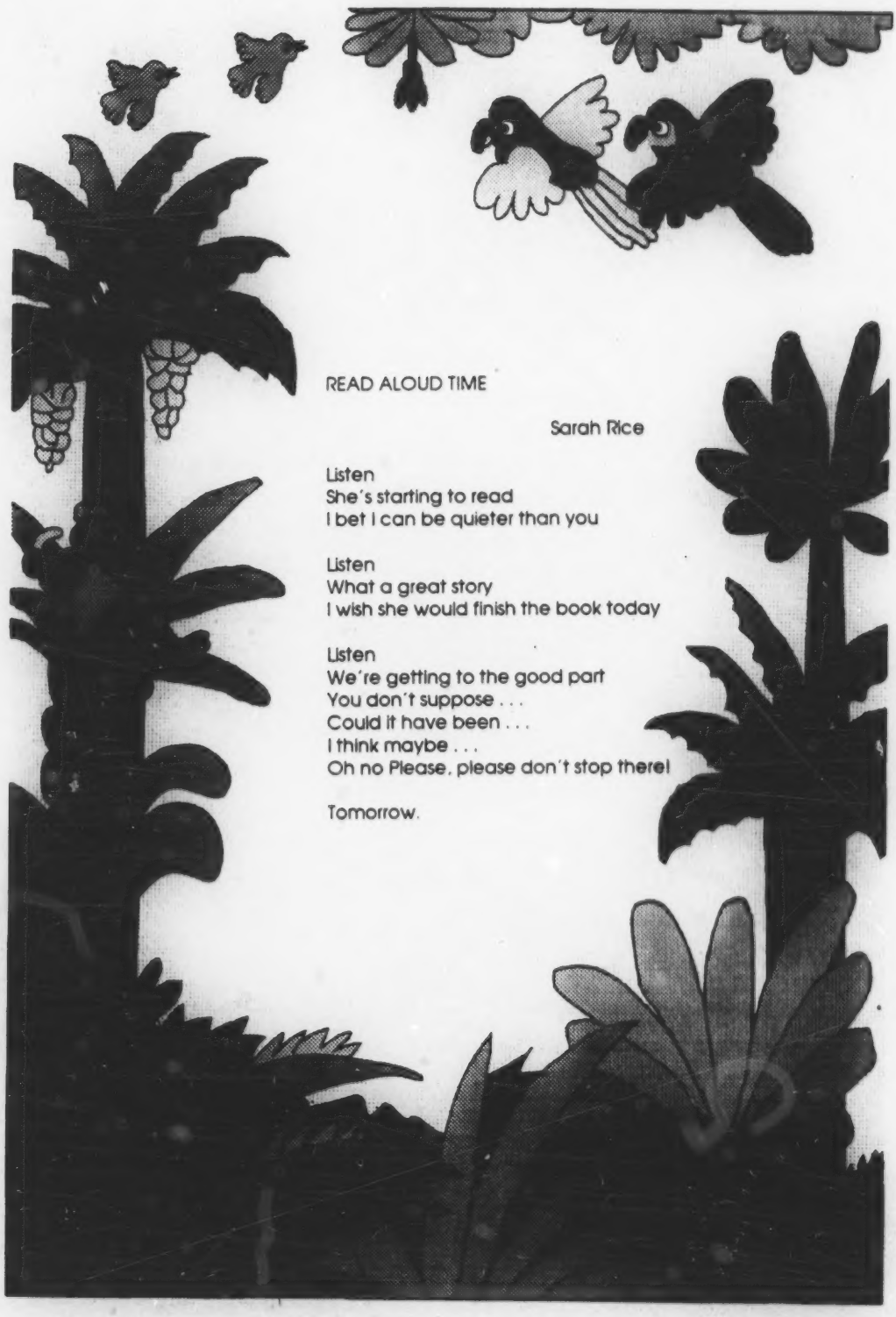
WHY READ TO CHILDREN?

Study after study from reading researchers confirms a litany of benefits: reading to children builds vocabulary and background knowledge and establishes the reading-writing conection; it exposes children to a wealth of experiences outside their own; it stimulates imaginations, stretches attention spans, nourishes emotional development, encourages compassion, reshapes negative attitudes to positive ones; and it introduces textures and nuances of the English language rarely heard on TV sitcoms. But for all that, it does even more. Reading aloud is, in essence, an advertisement for learning to read, a process that can otherwise be tedious, frustrating or even threatening.

Teachers should read to children 10-15 minutes everyday. Read before children go home or after lunch. Reading calms them and puts them in the right frame of mind to learn. Put expression and actions in your reading. Older children can have longer stories continuing day-by-day. Younger children complete stories every day.



Encourage parents to read to their children every day. Tell them how it important it is. Encourage borrowing from the library.



READ ALOUD TIME

Sarah Rice

Listen
She's starting to read
I bet I can be quieter than you

Listen
What a great story
I wish she would finish the book today

Listen
We're getting to the good part
You don't suppose . . .
Could it have been . . .
I think maybe . . .
Oh no Please, please don't stop there!

Tomorrow.

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TEACHING PHONICS

To learn to read and spell it is necessary to learn the sounds of letters. By teaching children phonics, you will make them better readers and spellers. Sight or memory reading is not enough. Phonics is the study of the sounds of letters and their combinations. It gives us the opportunity to sound out, analyse or attack unknown words.

- Letter phonics - the sound the letter makes.
- Phonograms - sounds made by combining 2 or 3 letters together. They can be blends or word families.

When should phonics begin?

Usually it starts after sight vocabulary. The first 100 sight words should be learned by the time the child is 5/6. If a child fails to read by sight method or you the teacher feel the child needs phonics then teach it. Some schools of thought believe that sight reading and phonics should be taught together. Research concludes that although it is good to have a stock of sight words, it is not essential.

There are 42 sounds in the English language. They can be taught at the rate of 6 sounds a week. This means that most children can learn all the sounds in 7 weeks. This does not include blends or word families.

If the child does not succeed at first, it is no good pushing on. The child needs more practice. This is particularly important as English is a second language (dialect being the first).

One method of teaching phonics:

1. 15 consonants with unchanging sounds
2. Consonants Y, Q, X, Z.
3. Consonants C and G with their hard and soft sounds
4. Short vowel sounds. Teach A and O or I together, then O/I with U and finally E on its own. This way children can HEAR the difference and not get confused.
5. Consonant blends.
6. Sort vowel phonograms or word families (an, op, at, etc.)
7. Consonant digraphs: ch, sh, th, wh and later ph (f).
8. Short vowel digraphs: or, ir, er, ar, ur.
9. Long vowels using silent, magic or lazy E

10. Long vowel sounds using 2 vowels (teach exceptions) ai, ea, ee, ie, oa, ue.
11. (oo short as in book), (aw, au as in jaw), (ow, ou as in cow), (ow, oh as in low) (oi, oy as in boy).
12. Y (yuh, ay, ee or i)
13. Syllabification.

Another way of teaching phonics is the Sue Lloyd method. This can be found in her book, The Phonics Handbook,

She teaches six (6) sounds a week for seven (7) weeks. You might find this too quick for your children as you do not have access to lots of resources. However, you can follow the order of teaching the sounds and work at the speed of the class.

This is the order:

1.	s	a	t	l	p	n
2.	ck	e	h	r	m	d
3.	g	o	u	l	f	b
4.	ai	j	oa	ie	ee	or
5.	z	w	ng	v	short oo (book)	long oo (school)
6.	y	x	ch	sh	voiced th (that)	unvoiced th (thin)
7.	qu	ou	oi	ue	er	ar

HOW TO TEACH PHONICS

1. Every sound is associated with a picture and a little story with actions.
   - Example: Take the letter 't'. Show the children a picture of a clock with a pendulum. Tell them a little story of grandma's old clock stopping. She winds it up and it goes 't', 't', 't', 't' . . . Move head from side to side as though watching the pendulum swinging.
2. Make up your own pictures, stories and actions.
3. Get the children to copy the sound with the action.

4. Put children in groups and see which group can make the loudest sound. (Great fun).

5. Draw the letter (sound) on the board.

6. Get the children to draw the letter in the air.

7. If possible, get them to draw it in the sand with a stick, or walk it out in the yard.

8. Get the children to give you more words with that sound. Put them on the board. Play as a game in teams.

9. Let the children copy and colour your picture, or draw their own, and write the letter (sound).

10. Get them to write a whole line of the letter (sound).

11. Get them to copy words they have given you underlining the letter (sound).

12. Get them to sing the letter (sound) to a well-known song or hymn. When lots of sounds have been learnt, children can choose different letters (sounds).

13. Get them to find the letter (sound) in their Basal reader. (Remember, they don't have to be able to read). When they find a word, they must give you the sound, you give them the word. Play it in teams. Make it fun.

Lessons should be no longer than 20 minutes. By doing it this way you use all four parts of the brain, thus increasing the ability to learn.

<u>Blending</u>:
Make sure children know their sounds well. Make sure when trying to read a word, they *emphasise* the first sound and say the rest quietly and fluently.
c - *a* - *t*.

Children who find sounds hard must have more work with flashcards and games. Brighter children will benefit too by increasing their language (word acquisition). Once children have acquired the sounds, they will find it easy to blend. Play lots of games to acquire the skill. (See appendix).

Use the Book Alpha to Omega to help you. Your Head has a copy. Pick out what you need as you need it. It has lots of ideas and examples to help the children learn.

If the child does not know the sounds, it is the responsibility of the teacher to teach the child whether in Infant 1 or Junior 5.

IDEAS AND SUGGESTIONS FOR TEACHING PHONICS

- Sounds chart
- Lotto game
- Snap game
- Pairs or Pelmanism
- Happy families
- Matching Picture to Picture
- Matching Picture to Sound, then Picture to word
- Matching Sound to Sound
- Matching initial Sound to Word.
- Matching Word to Word.
- Jigsaw words.
- I Spy, initial sound, then final sound.
- Word Stairs.
- Initial blend games.
- Final blend games.
- Singing letter sounds. Use well known song or hymn.
- Make initial sound sentences.
- Rhyming words games.
- Write short poems. If children can't write do it verbally.
- Team games using blackboard. Make sure teams are equal in ability.
- Writing letters on child's back. Child to say sound.
- I went on a picnic using alphabet sounds.
- Make words. Give children letters. They are to get together and make words.
- Make work cards. Remember they can be used again, year after year.
- Choose the right word sentences. First use phonically different words then phonically similar words. i.e. cake, call, hat, hit.
- Remember to teach the 'e' sound separately.
- Use the Basal reader for many of these things.
- Make every child read the letter and say the sound
- No mass teaching.
- Identify sounds from a tape recorder.
- Identify sounds outside.

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- Draw letter in sand when given sound
- Fish game. make your own rules and conditions for the game.
- Associate an action with the sound.
- Use Alpha to Omega for ideas, sentences and words. Dip into it when needed.
- Keep a record of child's progress then next teacher can carry on. REMEMBER not all children learn at the same rate. Some children need a lot of reinforcement.

USING THE BASAL READER

The Basal reader can be used for a lot of the following activities without using it as a reader. Before reading a story, children should know the key words. This increases their self-esteem and confidence. Use the ideas given to help them learn the words. Make learning fun.

Do not spell the words until the children can read them as this causes confusion.

1. BINGO or LOTTO

Make Bingo cards, enough for 1 between 2 or 3 children. Using the words from the Basal Reader put 10 words on each card. Children do not have to be able to read the word initially. Teacher holds it up and says the word. Children match. For infant 1 and 2, use the whole book. For later Basal Readers use words from 2 or 3 stories.

If you use the same words on different cards, make sure you have the same number of words to call out. This encourages the poor readers who could still win. Use the cards you call to cover the words on their card.

Learning involved: Matching, word recognition, memory training, motivation.

2. PAIRS

Make pairs of cards with the same word on. In infant 1, use 5 pairs and increase as children improve. Shuffle pairs and place them face down on the table. Children take it in turns. They turn two over, if two match they keep them and have another go. If they don't match they are placed face down in the same place, the next child has a go. Winner is the one with the most pairs.

Learning involved: Matching, memory training.

3. SNAP

Make or buy playing cards. Write or stick/glue the same word on two cards. Children play the snap game by taking turns to put a card down. When two cards match, the child says "snap" and wins all the card on the table. Winner is the one who ends up with all the cards.

Learning involved: Matching - word recognition, memory - fast recall.

4. FLASH CARDS

You could use the bingo, pairs or snap cards. Have children in teams. Winning team is the one who calls the most words. In small classes sit children in a circle. Show the first child a word, give 5 seconds to answer then move to the second child. If no child gets it tell them the word and get them to say it individually looking at the word.

Learning involved: Instant word recognition.

5. WORD JIGSAWS

Write words on cards. Cut words in different ways. Children fit them together. When they have done it they read them to the teacher. Each child could have 5-10 words or they could work in pairs or groups. This is an excellent way to teach colours! This game is self-correcting.

Learning involved: Form perception and matching.

6. COMPREHENSION

Start comprehension early and easy, using "read, draw, write, read" idea.

Example:
Stage 1: Draw a fish . . . Child read what you have written on board, writes a fish, draws picture, reads it to you. Write 4 to 6 more on board.

Stage 2: Repeat increasing in difficulty as children improve:

- Draw a big fish
- Draw a big red fish (if you have crayons to color)
- Draw a big red fish in the blue sea
- Draw three big red fish and two little green fish in a net.

When children get good at this, then you can do written questions: What can you see?
Insist on sentence answers. "I can see a big red fish." not: "a fish".

7. QUESTIONING

Make sure your questions are answered in sentences and not just yes or no. Use all questioning forms, how, why, where, which, when, who, what. Have your questions prepared on card. You can use them again. This give you time to help those children who need it.

Learning involved: Thinking skills, understanding.

8. INITIAL SOUND

Using words in story or book find other words with same initial letter. Children don't have to be able to read the word just identify initial letter. Write them on the board, then read them together.

Learning involved: Matching, phonics.

9. MUDDLED SENTENCES

Colin jug this Look at

Give the children first word to start

Look, _ _ _ _.

Children can use book to find the sentence.

Child then reads the sentences to teacher when being marked.

Learning involved: Sequencing, matching, memory, comprehension.

10. MUDDLED WORDS

maccerie _____ ice cream

Draw picture at first to help children get the idea. They write down muddled words, then unscramble and write correct word.

Learning involved: Sequencing - correct order, word recognition.

11. PUTTING SENTENCES IN CORRECT ORDER

1. He is sleeping.
2. Rabbit cannot see me.
3. I can win this race.

Correct order: 3, 2, 1.

Learning involved: Comprehension.

12. DOMINOES

Using card, make large domino shapes. You can make: Picture-to-picture, picture-to-word, word-to-words. Cover dominoes with cellotape to keep them clean and to make them last longer.

Learning involved: Matching, word/picture recognition.

13. HOW MANY TIMES

Give them one or two words. How many times does it appear in the story/book?

Learning involved: Matching, visual discrimination, phonics.

14. WORD FAMILIES

Give children word out of book. How many words can they think of that are in the same family., Write them on the board. This could be a team game. Each team gets a point when they give a word. The winner/s is/are the individual/team that gives the most words.

Example:

- car - bar, tar, far, star, jar, scar, par, afar, ajar.
- cat - bat, fat, hat, mat, gnat, pat, rat, sat, tat, brat, flat, format, spat.

How many words can they find in the same family/ies?

Learning involved: Phonics, auditory discrimination.

15. POEM WRITING

Using words in word families get children to write poems. They can work in pairs.

Learning involved: Phonics, auditory discrimination and imagination

16. FILL IN THE WORD

Write sentences from book missing out words. Children write them putting in the missing word.

- Example: Ben _____ the peas.

Learning involved: Word recognition.

17. FILL IN THE CORRECT WORD

Using word families - initial sounds, end blends
Example: Daddy got a big (fish, dish). - initial sound.
Daddy got a big (fish, fist). - end blends.

You can use vowel sounds as well: dish, dash, cat, cut, cot.

Learning involved: Auditory discrimination, word recognition.

18. WORD PICTURE - PROMPT

If child can't read word, open card. Child sees picture of word, closes card, looks at word and says it.

Learning involved: Word recognition.

19. WORD WHEELS

Cut two circles of card. Cut window in one circle. Write word family after window. Pin together through the middle using a split fastener. Write in letter around edge of circle so they show through window. These can be used by children just reading words or writing sentences containing the word.

Learning involved: Phonics.

20. PUTTING WORDS IN FAMILIES

Using the story, give one word in family and children must then go ahead to find the rest in the story.

Learning involved: Phonics, word recognition.

21. ALPHABETICAL ORDER

Take a sentence. Rewrite in alphabetical order. Examples:

- Look at me, Mr. Redfish. - - - - - at Look me Mr. Redfish
- Don't let him get away. - - - - - - - away Don't get him let

Learning involved: Sequencing, ordering.

22. PUT IN MISSING LETTERS

hint	answer
not small	b _ g
not good	b _ d
an animal	d _ g
another animal	g__t
lays eggs	h _ n
gives milk	c _ w
not happy	s _ d
colour	r _ d, gr __n
not tame	w _ ld

Learning involved: Comprehension and phonics.

23. THINGS IN PICTURE BEGINNING WITH . . .

b, c, d, etc.

Learning involved: Form perception, discrimination, word/picture recognition.

24. USING PICTURES FOR PREPOSITIONS

Who is in front of? Who is next to, above, in, under, on top of, opposite. . . ? Then play preposition games on yard with children. *"All stand behind Daria."* *"Sit under the tree"*, etc.

Then do it in the classroom. *"Who is sitting in front of Alex?"* *"Who is nearest the door? - furthest from the door?"* Extend to days of the week, months of the year, numbers, alphabet.

Learning involved: Language acquisition.

25. GIVE ME A QUESTION

Give the children the answer then ask them what the question could have been

Example:
"They are going to Grandma's house."
Question could have been: *"Where are they going?"*

Learning involved: Comprehension, lateral thinking.

26. WHAT IF?

Get children to predict what would happen.

Examples:
"What do you think would have happened if Flin had stopped trying to fly?"
"What if you hadn't come to school today?"
"What if Pam and Colin had broken the jug?"

Learning involved: Prediction, imagination, thinking skills.

27. HOW MANY WORDS CAN YOU MAKE FROM. . . ?

Example: Give children either a word from text e.g. airplane (air, plane, plan, rip, ripe, etc.) or vegetable (table, get, tab, gate, let, etc.). Children can work alone, in pairs or in teams. Give them a time limit, if you want.

Learning involved: Language development.

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28. WHAT WORDS CAN YOU SEE?

Taking words from reader or asking children, write word on board. Starting at the beginning of the word, what words can they see.

Example: candidate (can, an, and, did, candid, date, ate, at).

Learning involved: Form perception, word recognition.

29. WORDSEARCH

Make wordsearches using a stencil. Put graph or squared maths paper underneath to keep the letters straight. Copy others from newspapers.

Learning involved: Sequencing, word recognition.

30. CROSSWORDS

Make simple crosswords using words from Basal Reader. Write clues.

Learning involved: Thinking skills

31. DRAMA AND PUPPETS

Get children to make puppets from paper bags, socks or papier mache. Act out the story.

Children act out the story themselves.

A BASIC SIGHT VOCABULARY OF 220 WORDS

Compiled by Dr. Edward W. Dolch

Since these 220 words make up from 50% to 75% of all ordinary reading matter, they should be recognized instantly by sight by all school children.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live

long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read

red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will

with
work
would
write

yellow
yes
you
your

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POP WORDS

Basic Sight Words

- Colours: blue, brown, black, red, green yellow, white.

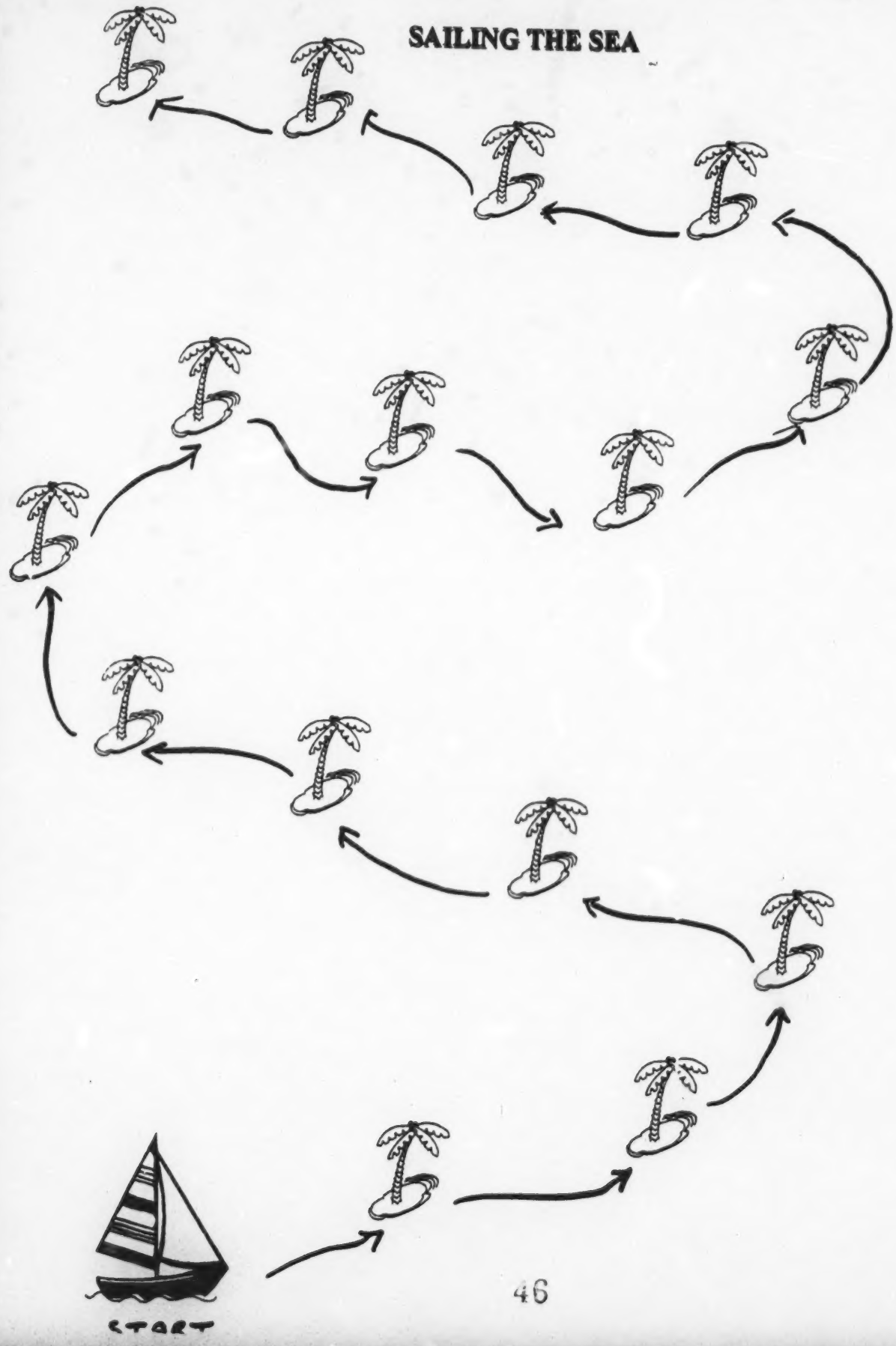
- Numbers: one, two, three, four, five, six, seven, eight, nine, ten.

- Nouns: apple, baby, ball, bed, bird, boat, boy, chick, chicken, children, chair, dog, doll, egg, farm, father, fish, girl, home, horse, kitty, man, mother, pig, rabbit, school, table, top, tree, watch, water.

- Service Words: a, after, all, am, an, and, are, as, ask, at, ate, away, be, big, but, by, call, can, cold, come, did, do, down, eat, find, fly, for, from, funny, get, give, go, good, had, he, help, her, here, him, his, I, if, in, is, it, its, jump, like, little, look, make, me, my, no, not, of, old, on, once, or, out, over, play, pretty, ran, round, run, said, saw, say, says, see, she, sit, sleep, so, some, soon, stop, that, the, them, then, they, this, to, too, under, up, us, want, walk, was, we, went, when, who, will, work, yes, you.

APPPENDIX

SAILING THE SEA



ALPHABET CARDS

Make 2 alphabet cards - -one with upper case (capital) letters, one with lower. Make 2 x 26 alphabet cards - - two sets - one in upper case, one in lower. You now have 4 matching games.

Match:

1. upper-to-upper
2. lower-to-lower
3. upper-to-lower
4. lower-to-upper

SAILING THE SEA

Directions:

- Draw game on card.
- Teacher: What you can put in each island:

Beginning blends:

sp, st, sc, sm, sn, sl, sw, tw, dw, cr, gr, fr, thr, spr, bl, cl, gl, fl, pr, br, tr, dr, pl, sw, spl, shr, str, scr

or

End Blends:

lb, ld, lf, lk, lm, lp, lt, ct, ft, nt, pt, xt, mp, nd

or

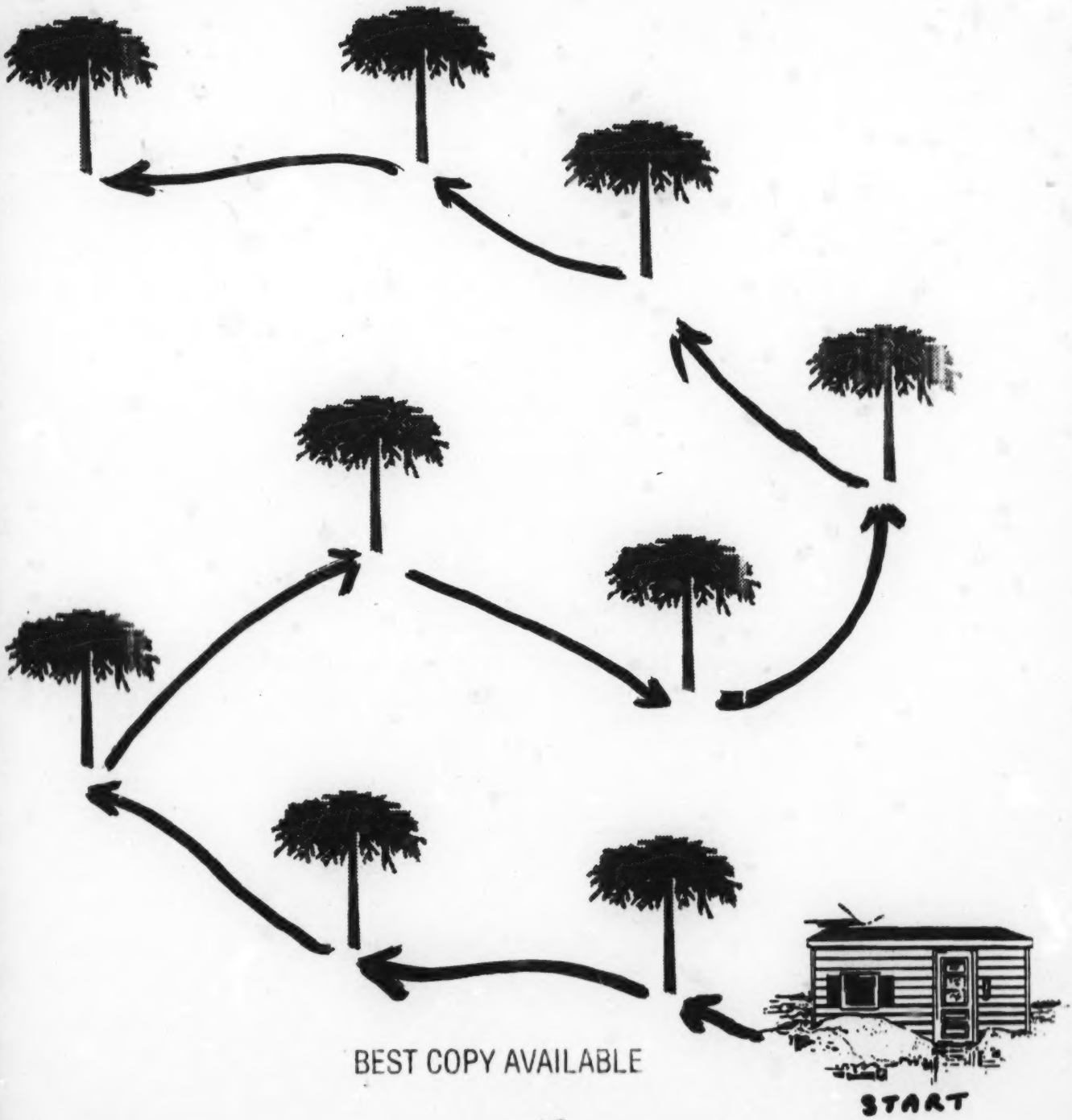
Sounds:

igh, er, ur, oo, ou, ew, or, ea, ir, ar, ow, etc.

or

Full Word

RHYMING IN THE BUSH



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To Play:

1. Students put their marker on start.
2. When it's player's turn they shake coin. With a 1-cent coin: Heads move 2 spaces, '1' move 1 space. Depending on which island they land on, They either have to say word with blend in it, or read the full word. If they can't they move back one space. *(It is o.k. to help the students until they understand the game.)*
3. Winner is the one who sails to the finish " island" first.

RHYMING IN THE BUSH

1. Players put their markers on start.
2. Players shake coin to see how many spaces they move. With a 1-cent, heads move 2 spaces, '1' moves 1 space.
3. When landing on a 'tree', player must think of word/s that rhymes with the word they land on. (Although, the rhyming word does not have to have similar spelling, just rhyming sound).
4. Rhyming words to put in each tree: pet, whale, cat, ant, snake, dog, fish, pig, nest, cow, fly, wing, eel, mouse, goat, sheep, chick, bee, bird, duck, hen, shark, donkey.
5. Winner is the first one to reach the finish.

VINCIE JUMP-UP

1. Players put marker at start.
2. Players shake coin to see how many feet they jump. With a 1-cent, heads jump 2 feet, '1' jump 1 foot.
3. What to put inside feet: initial blends/sounds, final blends/sounds, middle blends/sounds, full words.
4. Depending on what teacher puts inside feet, players must either think of a word that contains blend, or read full word. If child is not able to give word, they go back one foot.
5. Winner is the first to reach Victoria Park.

VINCIE JUMP-UP

JIGSAWS

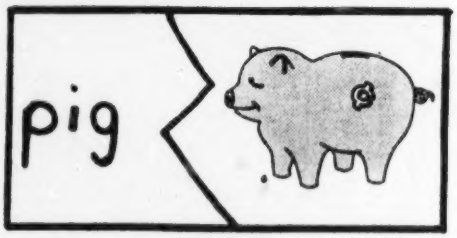
- Jigsaw Pictures:
  1. Paste a picture on card or use Christmas cards, picture postcards, Birthday cards, etc. Cut the picture into pieces - Start with 3 to 6 pieces and increase with ability.
  2. Each picture puzzle should be kept in a separate envelope or bag.
  3. Students have to piece the pictures together.

- Word Jigsaws

To help students learn words (as a hands-on method). Write words on card and then cut into jigsaw pieces.

- Matching Jigsaws

Matching word to picture or colour.



MANGO TREE GAME

1. Draw a mango tree on card. Cut out, design and colour mangos as needed.
2. Write on mangos beginning, end or middle sounds or full words (see "Sailing the Sea").
3. Mangos are placed face down on the tree.
4. Players take turns lifting up a mango and either give a word (or more than one depending on rules) with blend/sound or they read the word. If done properly, the player keeps their mango.
5. Winner has the most mangos.

Teacher:
A different game can be used for each season i.e. guavas for guava season, pears, breadfruit, etc.

OR

Use mango tree to teach 'M' words, guava tree to teach 'G' words, lime tree to teach 'L' words, etc.

MANGO TREE GAME

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HAPPY FAMILIES OR GO FISH

1. Teacher cuts card and writes word in top corner, bottom corner and center of each card.
2. Highlight the final blend.
3. Make four (4) cards for each family - - 12 families, 48 cards is about right.

Word Families you can choose from:

-ab, -ad, -ag, -am, -an, -an, -ap, -at, -ax, -as, -ib, -ig,- ill, -in, -ip, -it, -ix, -iss, -ed, -eg, -ell,
-en, -ess, -et, -ex, -ob, -od, -og, -oll, -op, -oss, -ot, -ud, -ub, -uff, -ug, -ull, -um, -un, -upotutud, -ub, -uff, -ug, -ull, -um, -un,

4. Pack is shuffled and each player is dealt 6 cards. The remaining cards are placed in a pile in the middle. The players must then take turns trying to collect all 4 cards in the same family by asking another players by name, if they have the cards in that family. For example "Shirley, do you have any of the '-at' family?

YES: If Shirley has the card, she gives it to the player. The player continues until someone says 'no'.

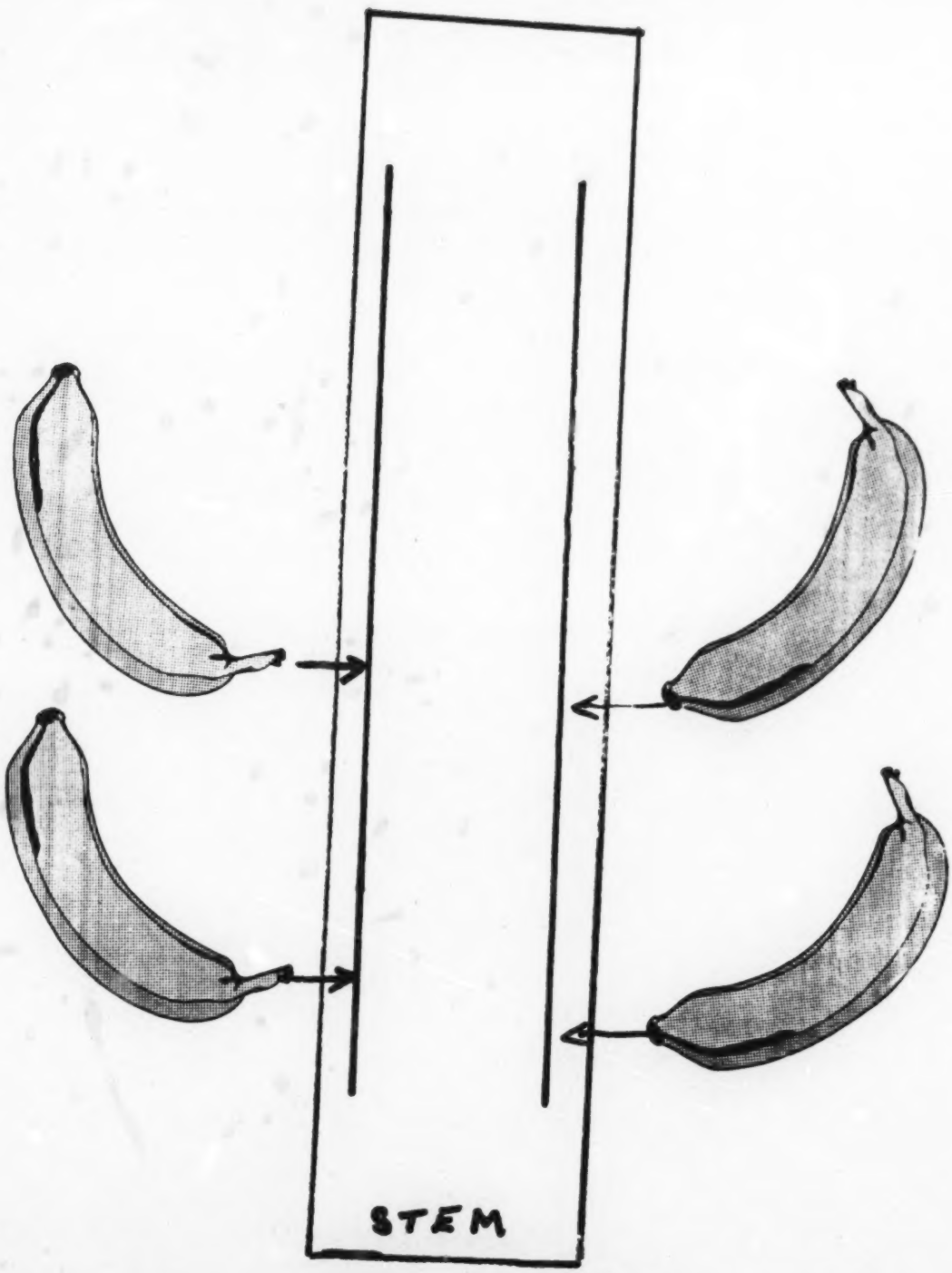
NO: Shirley says "GO FISH". The player takes the top card from the pack and it is the next player's turn.

5. When a player collects all 4 cards from one family, they must read the cards as they put them down on the table.
6. The winner is the first one to get rid of all their cards.

BANANA GAME

1. Cut the 'banana stalk' - a rectangular piece of card with two slits in the middle.
2. Cut bananas on yellow or green card.
3. Bananas can be used as flash cards i.e. basic sight vocabulary or initial/middle/final sounds (see 'Sailing the Sea').
4. If student reads banana correctly or gives word with initial/middle/final sound, they can then add the banana to their stalk.
5. Winner is the one with the most bananas.

BANANA GAME



MAKE UP YOUR OWN GAMES
BE CREATIVE

Teachers: Be creative - make up your own games to match the skill level and needs of your students.

Examples:

Snake Game

Make a letter 'S' like a snake.
Mark it off in sections putting in either 'S' words or blanks i.e. sun, snake, sand, Sita, etc. or snake words i.e. hiss, tail, tongue, etc.

Letter Games

Follow rules of 'Sailing the Sea' moving square to square reading words.
Make own game for each letter
Could also be posters to decorate classroom/school.

TILE THE ROOF

1. Draw a house on two pieces of card or blackboard. Team game for two teams.
2. Make enough square cards to cover each tile on the roofs.

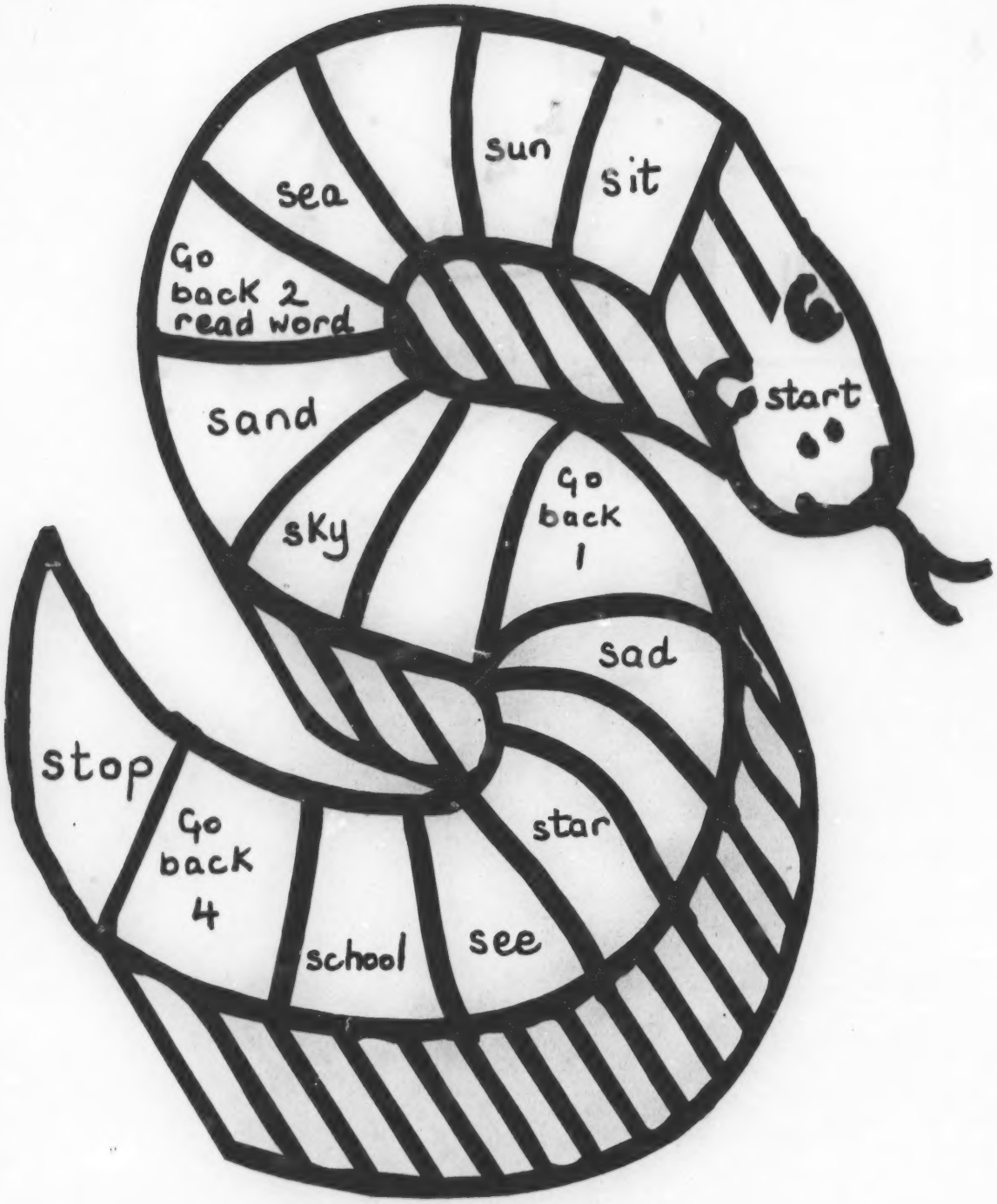
(Teachers: use the opportunity to talk about architecture, building strong houses, roofs that withstand hurricanes, etc.)

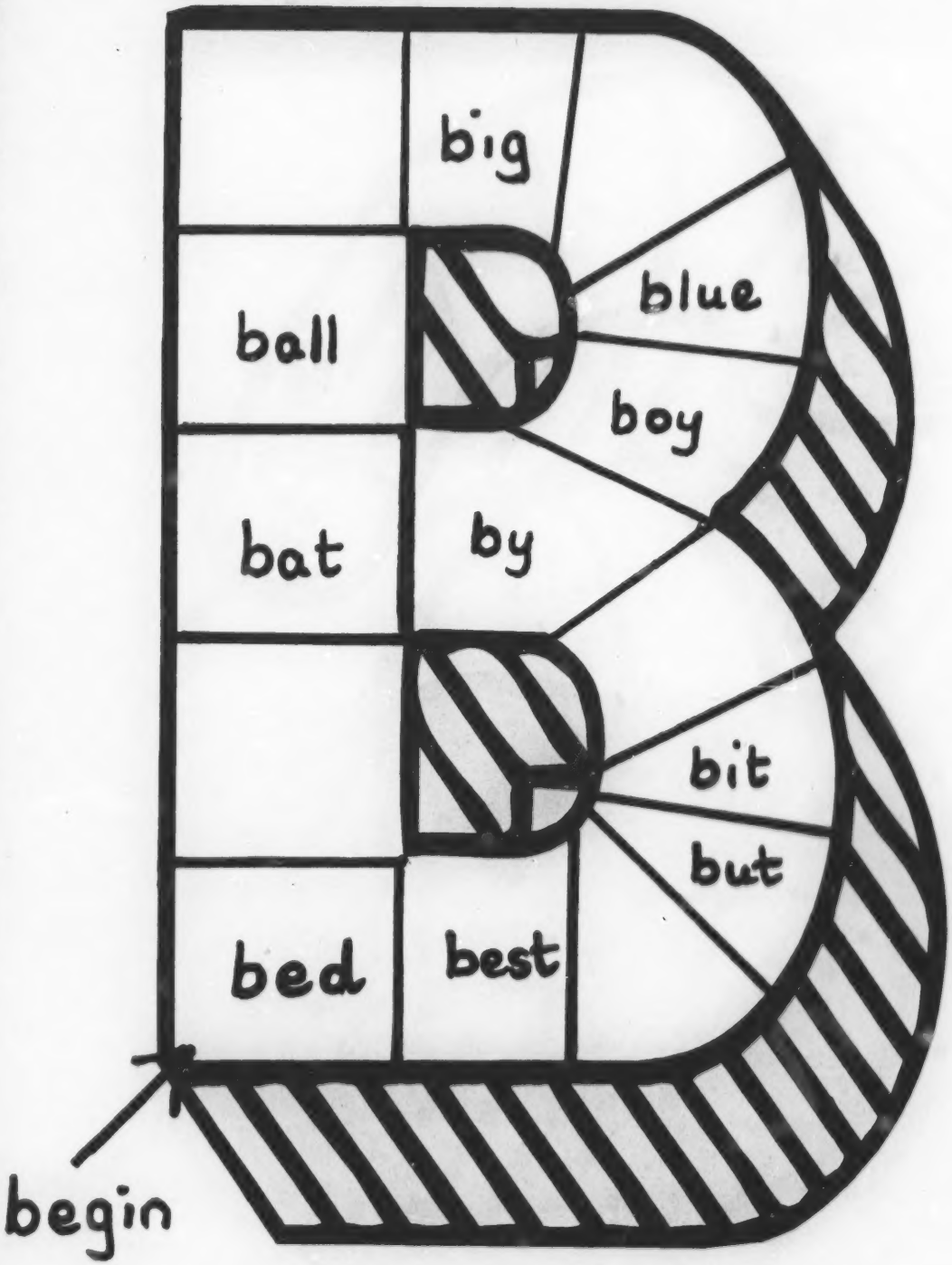
3. On square cards, write beginning blends, end blends, middle blends or full words. (See *"Sailing the Sea"*).
4. Player has to pick a card. If they read the card, or say a correct word with blend, player sticks card on the roof.
5. The winning team is the one with the most tiles (cards) on the roof.

FISH

Cut fish shapes out of card. Write words, etc. on them. Fit them with a paper clip. Put them in a box. Children to fish them out with 'fishing rod' with magnet attached or cellotape or blue tack to stick to the fish. If child reads the word, they keep the fish. Winner is the child with the most fish.

SNAKE GAME


sea
sun
sit
Go back 2 read word
start
sand
sky
Go back 1
sad
stop
Go back 4
school
see
star


big
blue
ball
boy
bat
by
bit
but
bed
best
begin

HOPSCOTCH

Play with letters. Child to give words with the letter.

CRICKET

1. Using words from the Basal Reader/spelling/200 common words write them on separate cards giving run values of 1, 2, 4, or 6 depending on difficulty.
2. Divide class into 2 equal ability teams. Toss for who goes first.
3. Children to it in turns to choose word with run value.
4. If child read/spells the word correctly, the team gets the runs.
5. If not team loses wicket (but child is not out and can bat again later).
6. After 6 'balls' to 6 different children, the other team is bowled 6 'balls'.
7. The winners are the team with the most runs or the least wickets down.

This is a brilliant game; children love it and are totally motivated. Variations on this game were provided by Mr. Clark of Byera Anglican Primary. Do contact him if you would like more details. He suggested using the other team to 'bowl' the 'ball'. If the batsman can't read the word, and the bowler can't read it, then it is a no ball and the batting side scores a run. Bowlers and batters change every word, so that each child only gets one chance per round to bat or bowl.

NETBALL

1. Draw a netball court on blackboard or card with players in their positions.
2. Divide class into 2 equal ability teams.
3. Again, using chosen words, children take it in turns.
4. Show the first word to the first person in both teams. The first to answer has the 'ball'.
5. Show the second word to the second person in the team that has the 'ball'. If it is read correctly, the ball is passed as in a game of netball. If incorrectly read, the opposition is allowed to read it. Then they have control of the 'ball'.
6. If neither team reads the word, the next word is shown and the first team to call correctly has possession.
7. Remember take it in turns to call.
8. Ball must be passed to all positions before shooting at goal.
9. Winning team is the one with the most goals.

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